

# Northern Territory Board of Studies Annual Report 2020



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25 June 2021

The Hon Lauren Moss MLA  
Minister for Education  
Parliament House  
DARWIN NT 0800

Dear Minister

I am pleased to present the Northern Territory Board of Studies Annual Report for the year ending 31 December 2020.

The report highlights the activities and achievements of the Northern Territory Board of Studies over the reporting year and has been prepared in accordance with Part 3 section 37 of the *Education Act 2015*.

Yours sincerely



**Ralph Wiese**  
Chair



**Alice Springs awardees with the  
Administrator of the Northern Territory**

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# Report from the Chair

This report covers the 2020 calendar year and is the fifth annual report of the Northern Territory Board of Studies (NTBOS) since changes were made to the *Education Act* in 2015.

NTBOS is an independent authority consisting of 11 members: one Department of Education officer nominated by the Chief Executive; four stakeholder representatives (parent, teacher, employer and Indigenous); two expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools of the Northern Territory; and four expert members nominated by the Minister for Education.



2020 was an extraordinary year and one we will remember. With the outbreak and spread of the COVID-19 pandemic affecting all Australians in some way, the board played an important role in assisting the Department of Education to deliver its response.

The board worked closely with the Department of Education, particularly the Quality Teaching and Learning division. This partnership of shared efforts covered a large number of national curriculum agenda issues including: Australian Curriculum Review; review of Australia's national architecture for schooling; SACE modernisation; the National Assessment Program – Literacy and Numeracy; Northern Territory Certificate of Education and Training; and vocational education and training.

The board has continued to advance its work of contributing to the educational vision of the Territory and its desire to become the most improved education system in the country. The board provided input to the review of school term date structures for 2023 to 2027, reviewed NTBOS student awards and monitored the outcomes of the NT Indigenous Languages and Cultures Curriculum trial and the Employment Pathways Framework trial.

The Northern Territory Board of Studies Strategic Plan 2017-20 guides the board's directions and goals.

A major event on the board's agenda is the student award presentation ceremonies which are held annually in Alice Springs and Darwin. These events publicly recognise the academic and vocational excellence of school leavers and acknowledge the educators, schools and families who helped them excel.

On behalf of the board, I extend thanks to three departing members, Ms Leanne Nixon, Mr Mark Monaghan and Ms Annette Gillanders for their commitment and contributions to the work of the board during their tenures.

I also wish to thank those officers in the Department of Education who have supported the work of the board throughout 2020. And finally, I thank fellow board members for their enthusiastic commitment and the positive way in which they have taken up the challenges of working together to further improve education in the Territory.

A handwritten signature in black ink that reads "Ralph Wiese". The signature is written in a cursive style.

RALPH WIESE  
Chair

25 June 2021

# Functions of the Board

The board has the following functions:

- (a) to provide advice to the Minister for Education and the Chief Executive of the Department of Education on curriculum policy in relation to:
  - (i) establishing and maintaining curriculum frameworks that address the needs of all students in the Territory school education system; and
  - (ii) establishing and maintaining procedures for student assessment, reporting and certification; and
  - (iii) monitoring, evaluating and reporting on student performance; and
  - (iv) improving student outcomes;
- (b) to provide advice to the Minister for Education and the Chief Executive on government policy affecting the board's functions;
- (c) to cooperate and consult with bodies prescribed by regulation that are engaged in education or related matters.

The board may determine the certificates to be issued to a person in respect of their educational achievements, and must issue a certificate to the person whose educational achievements, as assessed or recognised under this section, qualify the person for the certificate.

The board must prepare and maintain records of assessments and provide, on request by a student or former student, a copy of a record to the student or former student, or to such person as the student or former student specifies in that request.

The board is subject to the directions of the Minister for Education in performing its functions.

## Overview

### Boards of Studies

Boards of Studies exist under various names in all Australian states and territories. Although their functions vary, they share a number of common educational purposes including:

- to allow widespread community input
- to bring together all schools in establishing common directions
- to ensure fairness for all students
- to establish the curriculum for the stages of schooling
- to provide for assessment of student learning
- to control certification of student achievement.

## The Board

The Northern Territory Board of Studies was established in 1984. In 2015 a review of the *Education Act* was undertaken with the new *Education Act* and Education Regulations commencing on 1 January 2016.

The changes in the legislation, which affected the Northern Territory Board of Studies, applied from 1 July 2016. The key difference resulting from the new legislation was that Northern Territory Board of Studies membership changed from a stakeholder representative model to a mixed model consisting of stakeholder and expert representatives.

The board promotes a common curriculum for the compulsory years of schooling which is designed to provide a challenging level of education for all learners, whatever their aspirations and abilities, and to ensure that all learners have the opportunity to learn and achieve in recognised areas.

In the pursuit of equity, the board fosters the fullest participation in education of groups and individuals for whom participation may involve special challenges. Student achievement is recognised through an inclusive framework of certification that aims to ensure every young person completes their schooling with appropriate educational achievements, qualifications and documentation.

The board consists of 11 members: one Department of Education officer nominated by the Chief Executive; four stakeholder representatives (parent, teacher, employer and Indigenous); two expert members drawn from the Catholic Education Office Northern Territory and the Association of Independent Schools of the Northern Territory; and four expert members nominated by the Minister for Education. All six expert members must have expertise in prescribed fields.

# Board Membership as at 30 December 2020

view member profiles: <https://education.nt.gov.au/committees,-regulators-and-advisory-groups>



**Mr Ralph Wiese**  
Chair and expert member  
Appointed to 30/06/22



**Mr Mark Monaghan**  
Employer representative  
Appointed to 30/06/22  
  
Resigned: 11/07/2020



**Ms Rachel Boyce**  
Expert member  
Appointed to 30/06/22



**Ms Mary Ellen Venes**  
Teacher representative  
Appointed to 30/06/22



**Ms Annette Gillanders**  
Expert member  
Appointed to 30/12/20



**Mr Charles Richardson**  
Expert member  
Appointed to 30/12/20



**Ms Jacqueline Langdon**  
Catholic Education Office  
NT nominee  
Appointed to 30/12/20



**Mrs Tabitha Fudge**  
Parent representative  
Appointed to 30/12/20



**Ms Cheryl Salter**  
Association of Independent  
Schools of the NT nominee  
Appointed to 30/12/20



**Ms Pauline Schober**  
Indigenous representative  
Appointed to 30/06/22



**Ms Leanne Nixon**  
Department of Education  
nominee  
Appointed to 30/12/20

## Meeting Dates 2020

MEETING	DATE	VENUE	DURATION
1	20 March 2020		Board meeting cancelled due to COVID-19
2	24 April 2020	Darwin	3 hours (COVID-19 Year 12 briefing)
3	29 May 2020	Darwin	Full day board meeting
4	14 August 2020	Darwin	Full day board meeting
5	13 November 2020	Darwin	Full day board meeting

## Member Attendance Register 2020

Board Members	1	2	3	4	5
	20/03/20 (cancelled)	24/04/20	29/05/20	14/08/20	13/11/20
Ralph Wiese		✓	✓	✓	✓
Mary Ellen Venes		TC	✓	AP	AP
Mark Monaghan		✓	✓	Resigned	
Rachel Boyce		✓	✓	✓	✓
Jacqui Langdon		✓	✓	AP	✓
Leanne Nixon		✓	✓	✓	AP
Charles Richardson		TC	TC	TC	✓
Cheryl Salter		TC	TC	✓	✓
Tabitha Fudge	Leave of Absence				
Pauline Schober		TC	AP	✓	✓
Annette Gillanders		✓	AP	AP	AP

A = Absent

AP = Absent with apologies

TC = Teleconference

## Matters and Reports Considered by the Board in 2020

- Analysis of 2020 Northern Territory Certificate of Education and Training results
- Australasian Curriculum, Assessment and Certification Authorities
- Australian Curriculum, Assessment and Reporting Authority
- Australian Curriculum Review
- Curriculum, Pedagogy, Assessment and Reporting policy review
- COVID-19 pandemic
- Indigenous languages and cultures
- Indigenous education
- Literacy and numeracy
- NAPLAN Online
- National issues and initiatives
- Northern Territory Certificate of Education and Training
- NTBOS website
- Online Formative Assessment initiative
- Policies and guidelines
- Senior Secondary Pathways review
- South Australian Certificate of Education Board
- SACE modernisation
- Student awards and ceremonies
- Vocational education and training

## National Assessment Program – Literacy and Numeracy

The cancellation of National Assessment Program – Literacy and Numeracy (NAPLAN) for May 2020 due to the COVID-19 pandemic meant there was no NAPLAN data for the NT Board of Studies 2020 Annual Report.

The COVID-19 pandemic disrupted lives across the globe and NAPLAN was cancelled to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, as they responded to the COVID-19 pandemic.

# Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) commenced in 2011 as a senior secondary school qualification. The qualification is internationally recognised and prepares students for a range of post school pathways including further education and training and employment.

The NTCET generally takes a minimum of three years to complete. It usually commences in Year 10 with one subject, Professional Learning Plan (PLP), followed by Stage 1 subjects, usually in Year 11, followed by Stage 2 subjects, usually in Year 12. The NTCET requires students to complete a pattern of Stage 1 and Stage 2 subjects which includes some compulsory components. Recognition for vocational education and training (VET) may be included in the study pattern.

To qualify for the NTCET, students must record achievement in 200 credits and achieve satisfactory results in at least 140 credits. Students must also gain a C grade or higher for 20 credits of literacy, 10 credits of numeracy, 10 credits of the PLP and 60 credits at a C minus or better in Stage 2 subjects or their equivalent.

## 2020 Results Release

Students who completed requirements for the NTCET during 2020 received their results on 15 December 2020. The release date was coordinated with the South Australian Certificate of Education Board of South Australia (SACE Board of SA). All students in the Northern Territory and South Australia in urban, regional and remote areas were able to access their results electronically on the same day.

A results enquiry service was available to Year 12 students and their parents from 15 to 31 December 2020. This service, operating from the Teaching and Learning 10-12 team, Department of Education, aimed to assist students with interpreting results and support to students and parents about future pathways. Students are able to access the service via a free call number. The service received no calls in 2020. Results were released in 2020 while schools were still open and students were able to access support directly from their schools.

## 2020 Results Data – Northern Territory

### **Caveats**

- *This data is valid as of 30 March 2021.*
- *Use of this data is subject to the Protocols outlined in Memorandum of Administrative Arrangement (Data Exchange) between the SACE Board of SA and the Northern Territory Department of Education.*

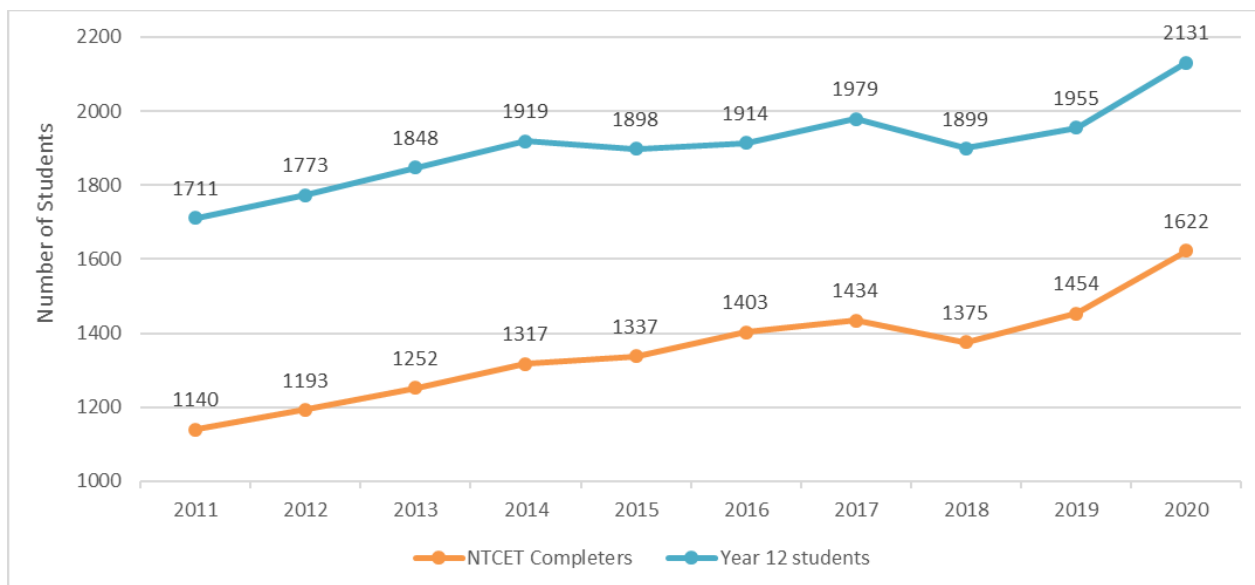
### **Notes:**

- *Students receive 10 credits for a one-semester subject.*
- *Students receive 20 credits for a full-year subject.*
- *At Stage 1, students can enrol in the same subject code more than once. These figures therefore reflect completed enrolment numbers rather than a student count.*
- *Non-graded results (for Modified subjects) are reported to students as 'Completed' or 'Not Completed' without an accompanying score or grade.*
- *Results for Stage 2 Community Studies subjects are reported as a grade between O (outstanding), A and E, or N (no result).*

# 2020 Northern Territory Certificate of Education and Training Statistics

In 2020, the Northern Territory Board of Studies (NTBOS) issued 1622 NTCETs to students after results were finalised.

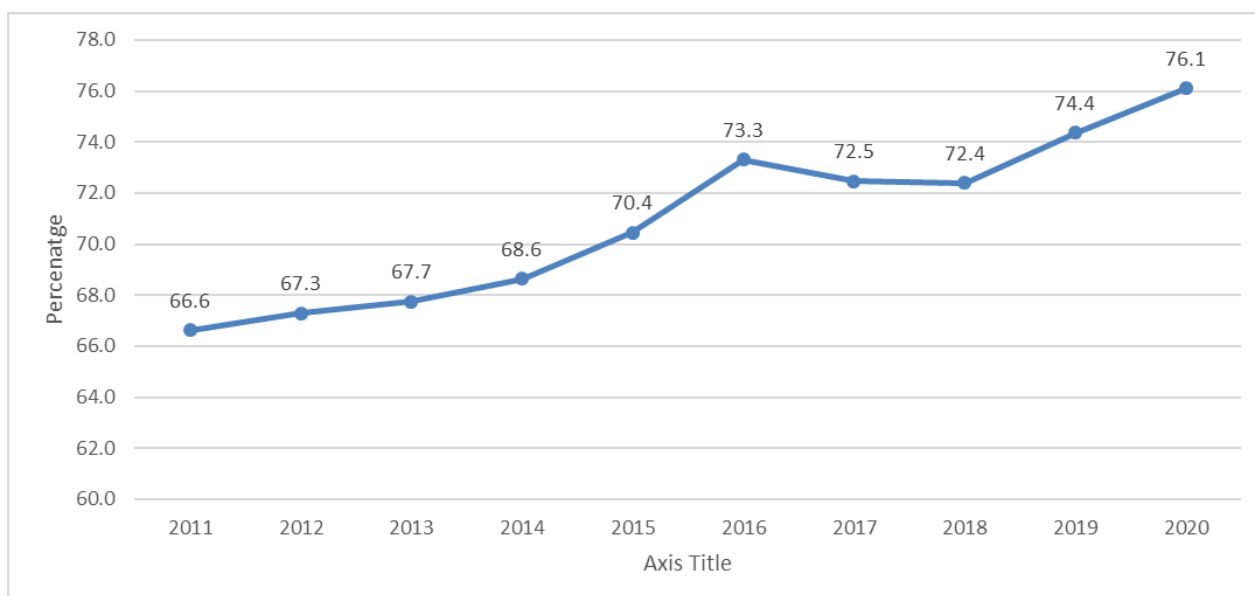
**Figure 1** Number of NTCET completers compared to the number of Year 12 enrolments from 2011-20 from the age grade census\*



\* Some data has been amended from previous years due to variances in data extraction dates.

The Age Grade Census is taken in August annually and counts enrolled students by assigned year levels. Not all students who are Year 12 are in the final year of their NTCET. There were 2131 Year 12 students in 2020.

**Figure 2** Percentage of enrolled Year 12s who obtained their NTCET from 2011-20



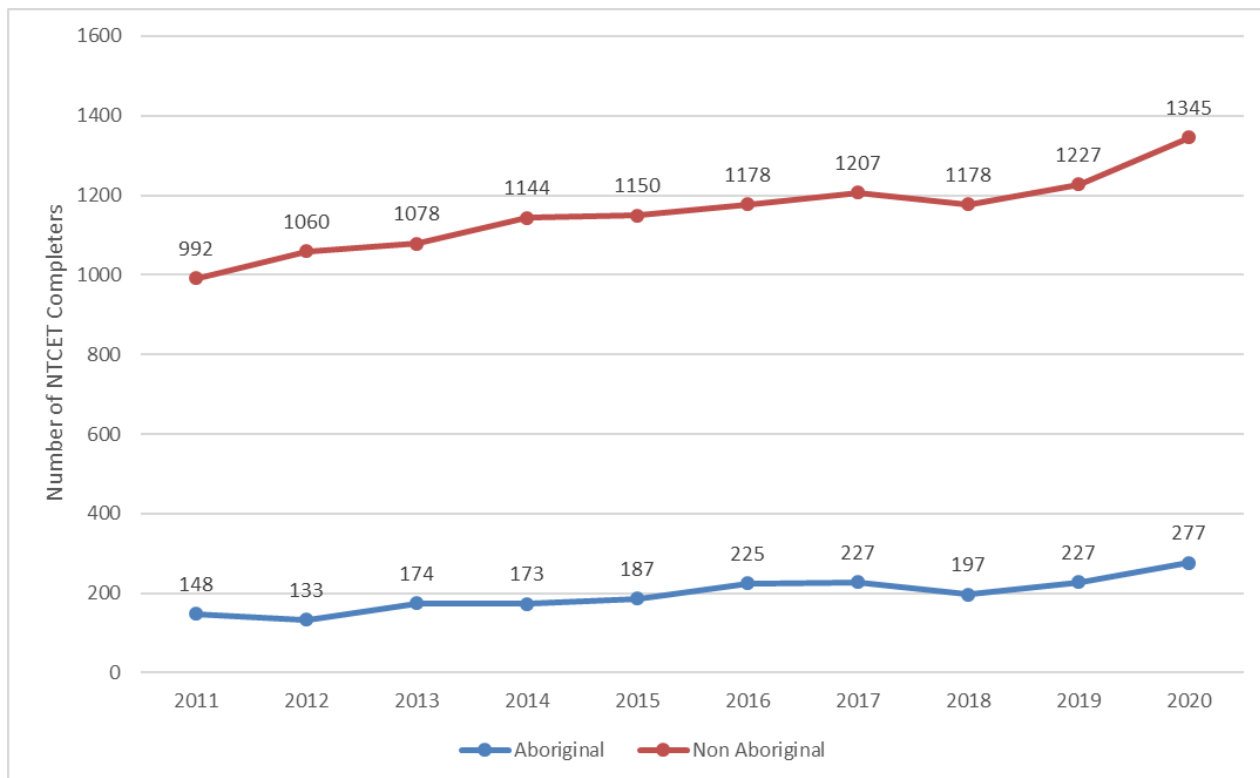
## Figure 1 and Figure 2 analysis

In 2020, there were 168 more NTCET completers than in 2019. There was also an increase in the number of Year 12 students in the population.

The percentage of Year 12 students who obtained an NTCET in 2020 increased by 1.7 per cent from 2019.

# Aboriginal and Torres Strait Islander Completion

**Figure 3** NTCET completers by Aboriginal and Torres Strait Islander status



**Figure 3 analysis**

In 2020, 277 Aboriginal or Torres Strait Islander students completed their NTCET, an increase of 50 from the previous year. This represents 17 per cent of the NTCET completers and is a one per cent increase from the previous year.

## NTCET Completion by Gender

**Table 1** Year 12 students compared to NTCETs issued from 2011–20 by gender

Year	Females		Males	
	Year 12 population	NTCET completions	Year 12 population	NTCET completions
2011	826	575	885	565
2012	901	640	872	553
2013	946	671	902	581
2014	1023	715	896	602
2015	982	695	916	642
2016	989	736	925	667
2017	998	730	981	704
2018	982	731	917	644
2019	1014	784	941	670
2020	1125	880	1006	742

**Table 2** Year 12 students compared to NTCETs issued from 2011–20 by gender in percentage

Year	Percentage Female (%)		Percentage Male (%)	
	Year 12 Population	NTCET completions	Year 12 Population	NTCET completions
2011	48	50	52	50
2012	51	54	49	46
2013	51	54	49	46
2014	53	54	47	46
2015	52	52	48	48
2016	52	52	48	48
2017	50	51	50	49
2018	52	53	48	47
2019	52	54	48	46
2020	53	54	47	46

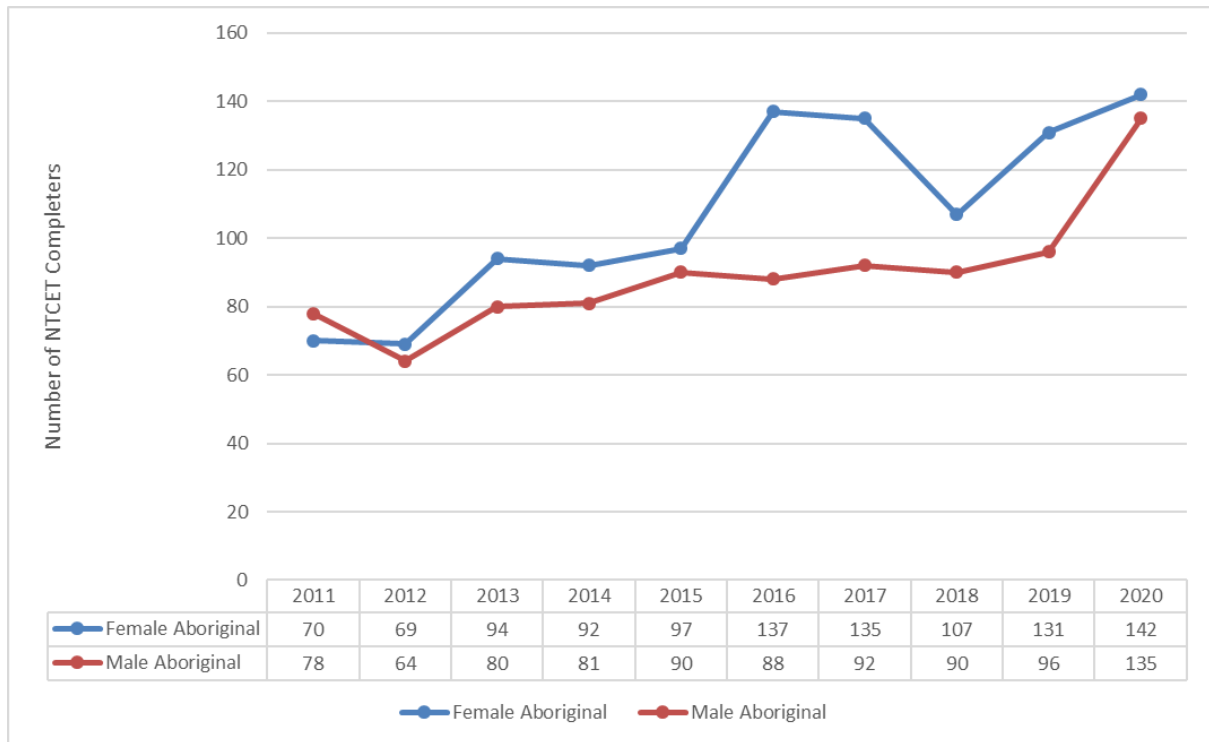
**Table 2 Analysis**

The percentage of females has been higher in the population than males since 2012.

The percentage of females who have attained an NTCET has been higher than the percentage of males who have attained an NTCET since 2012.

The difference between the relative gender distribution of the population and the relative gender distribution of NTCET completers has narrowed by one per cent since 2019, with males improving in overall performance.

**Figure 4** Aboriginal and Torres Strait Islander completers by gender

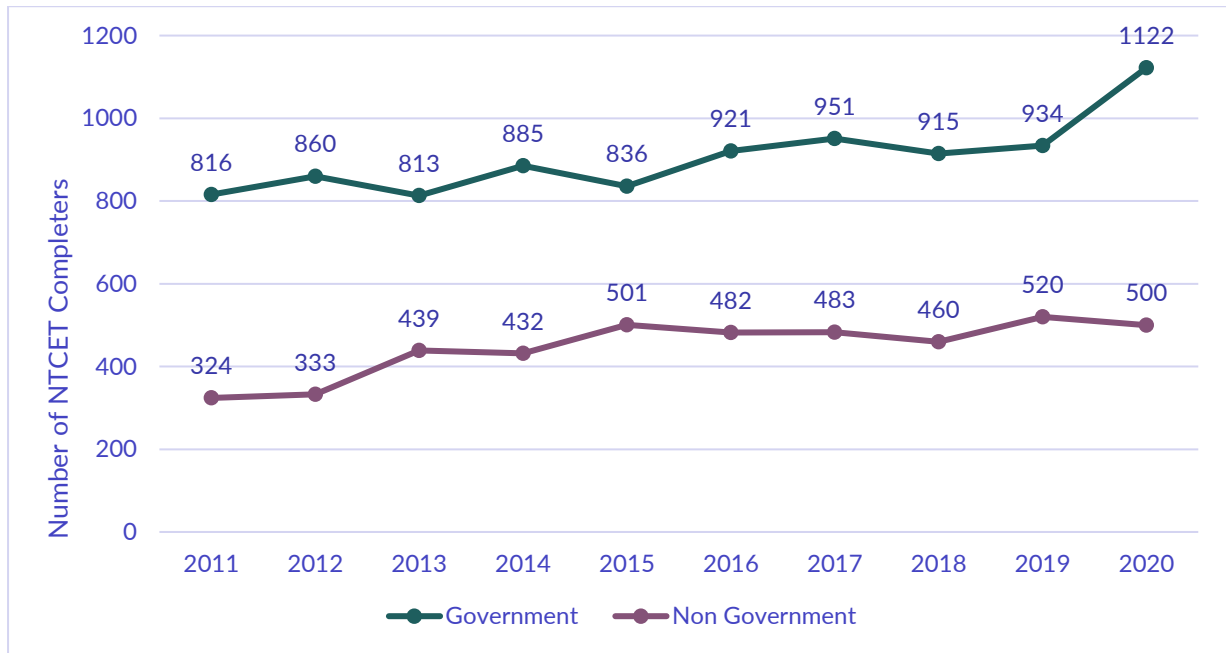


**Figure 4: Analysis**

In 2020, 39 more male Aboriginal and Torres Strait Islander students attained their NTCET than in 2019. This represented a six per cent increase in attainment in males.

# NTCET Completion by Sector

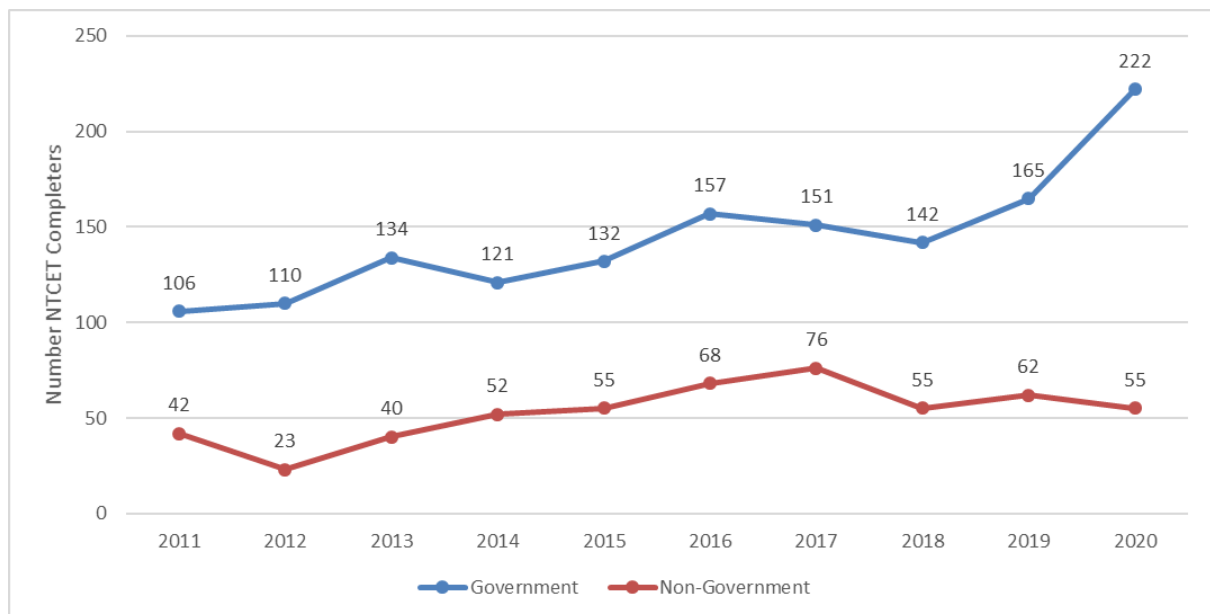
**Figure 5** NTCET completions by sector from 2011-20



**Figure 5: Analysis**

There was a relative five per cent increase in the number of completers in the government sector and a corresponding decrease in the percentage of completers in the non-government sector.

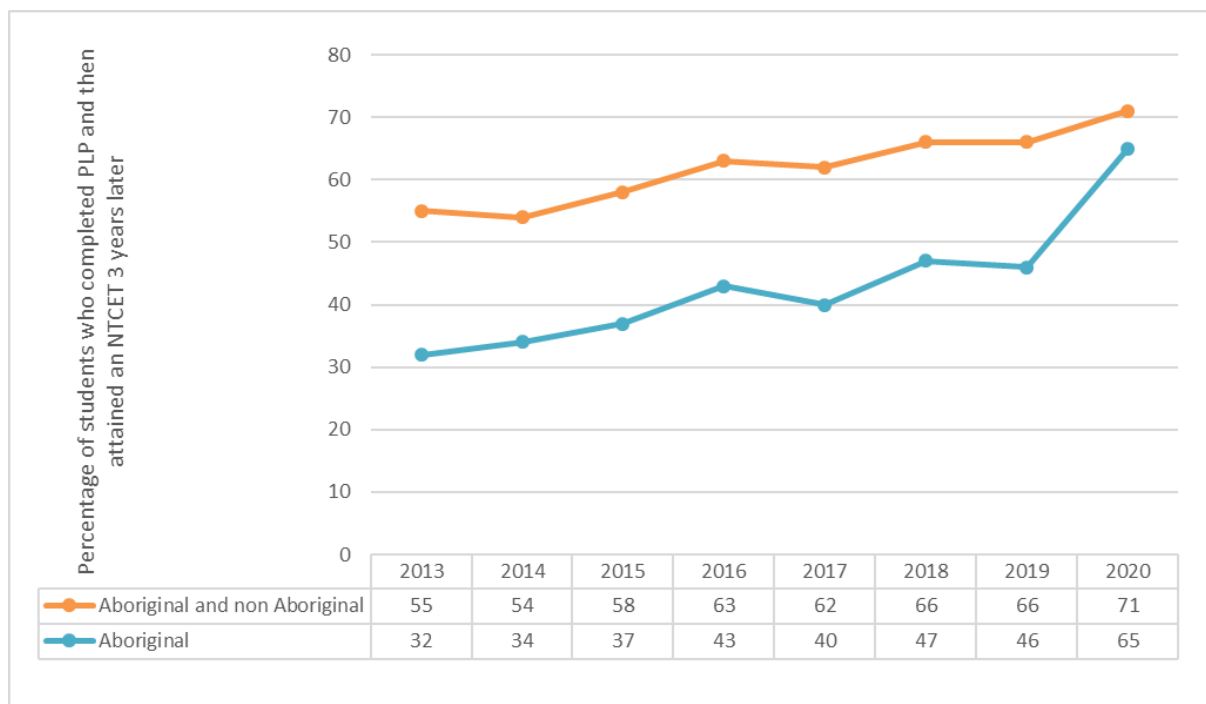
**Figure 6** Aboriginal and Torres Strait Islander NTCET completers by sector



**Figure 6: Analysis**

There was a relative 7.4 per cent increase in the number of completers in the government sector from 2019 and a corresponding decrease in the percentage of completers in the non-government sector.

**Figure 7 2011-20 PLP to NTCET completion rate**



\* PLP progress data for 2020 provided by the SACE Board of SA on 20 May 2021

Note: figures are subject to change as some students require more than two years to complete the NTCET

Figure 7 shows the PLP to NTCET completion rate. This is the percentage of students completing their NTCET compared to the number of students who completed their Stage 1 PLP in Year 10.

This data is at a system level and does not track individual students. It assumes the following.

- Students take three years to complete their NTCET.
- Students do not join or leave the cohort.

### Figure 7 Analysis

The retention of all students between Year 10 to NTCET completion has increased in the past year. For the Aboriginal cohort, the rate has increased significantly since the previous year.

## Top 20 NTCET Students and Merit Awardees

The top 20 NTCET students in the Northern Territory are recognised every year by the Northern Territory Board of Studies. These students gained university aggregates that ranged from 84.00 to 88.85 out of 90. Twenty-one students were in the top 20 in 2020 due to two students achieving the same university aggregate at the 20<sup>th</sup> position.

Of the top 20 students, 12 were male and nine were female.

Eleven of the top 20 students were from Darwin High School, four from The Essington School, two each from Casuarina Senior College and Our Lady of the Sacred Heart College (NT), one each from St Philip's College and O'Loughlin Catholic College.

A+ Merit awards are presented to students for meritorious achievement in a SACE Board accredited subject. Students can gain an A+ Merit in a Stage 2 SACE Board accredited subject, if they meet the following two criteria:

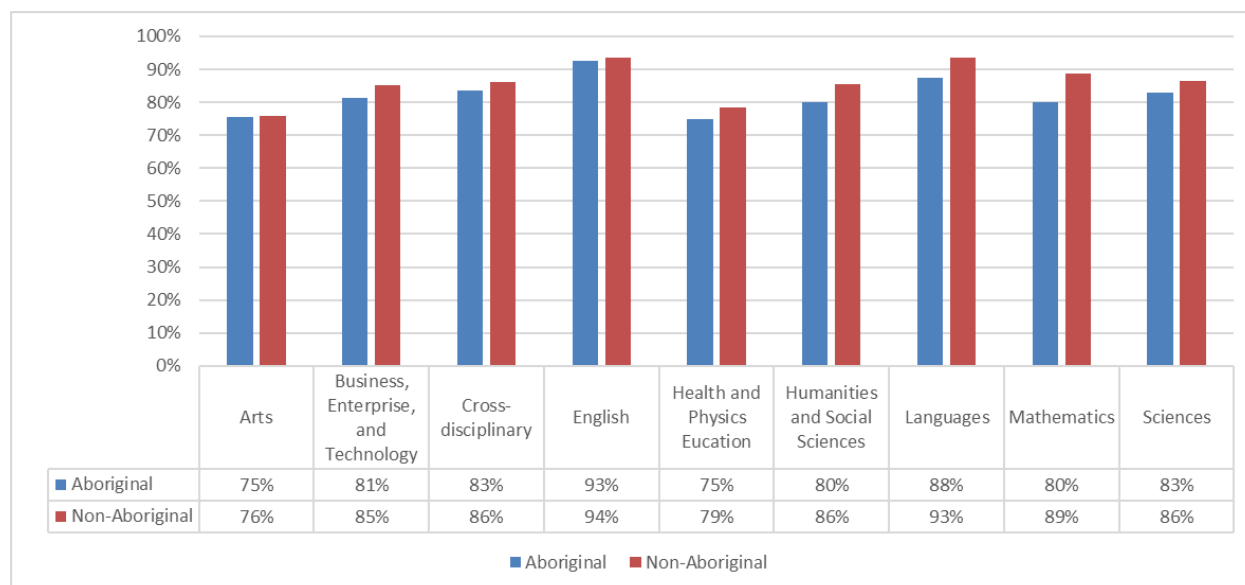
- gain an overall subject grade of A+ for that subject
- be selected by a panel, appointed by the SACE Board of SA, as demonstrating exceptional achievement in the subject (typically, fewer than two per cent of the subject cohort would meet this criterion).

Forty-nine A+ Merits were awarded to 41 students in 28 subjects from 11 NT schools; eight government and four non-government, with five students achieving A+ Merits in more than one subject.

## Stage 1 Results

The figure below provides the percentage of students in all Stage 1 learning areas that obtained a C grade or above.

**Figure 8** Stage 1 results by learning area, 2020\*

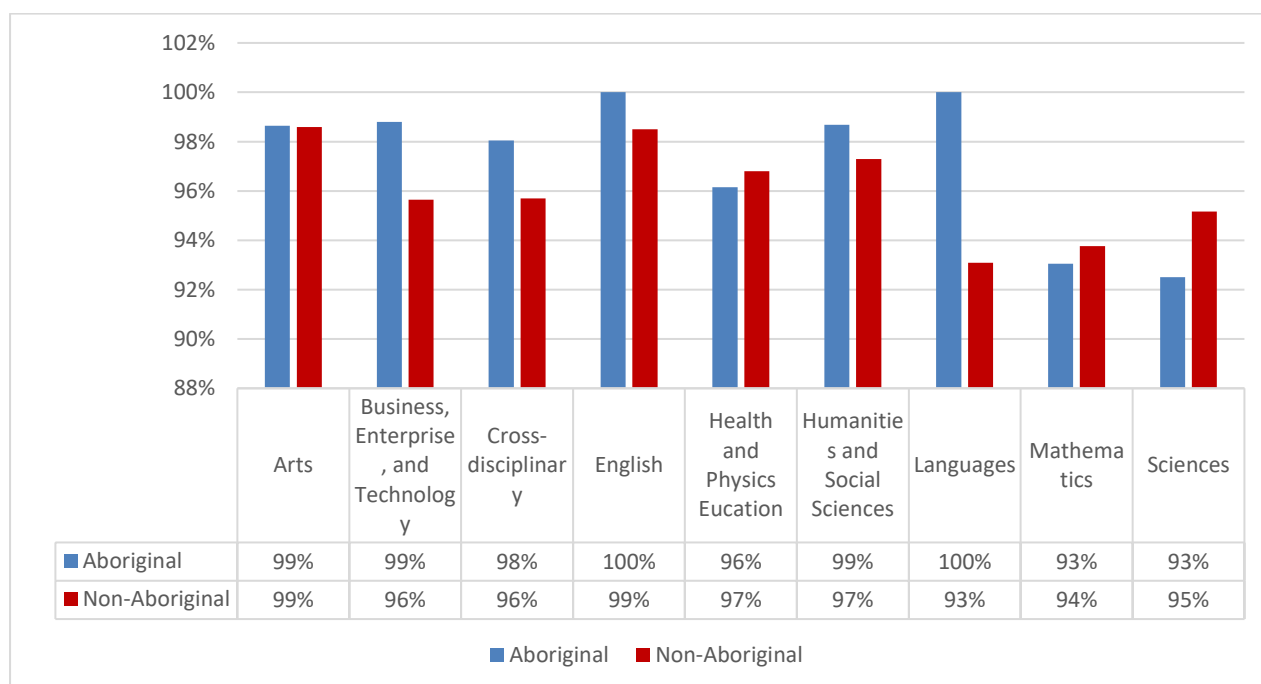


\*Data extracted from BIC database on 22 May 2020

## Stage 2 Results

The figure below provides the percentage of students in all Stage 2 learning areas who obtained a C grade or above.

**Figure 9** Stage 2 results by learning area, 2020\*



\*Data extracted from BIC database on 20 May 2020

# Vocational Education and Training that contributes to the NTCET

Table 3 NTCET students and their VET completions

VET Completions	2020
Number of students who completed the NTCET with VET	766
Number of students who completed the NTCET and would not have done so without VET	445

*\*2020 NTCET completers VET data as extracted on 23 April 2021.  
Source SACE Board of SA via Schools Online*

In the Northern Territory Certificate of Education and Training, vocational education and training can be recognised at both Stage 1 and Stage 2. A completed Certificate III qualification and above can be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Forty-seven per cent of students completed VET competencies and an NTCET (51 per cent in 2019). Twenty-seven per cent of students used VET to complete their NTCET (28 per cent in 2019).

# Vocational Education and Training Delivered to Secondary School Students

The Department of Education's Industry Training Programs business unit provides funding, industry connection and support for schools and students accessing VET across urban, regional and remote areas of the Northern Territory. This support includes the development and management of industry partnerships and pathways to assist the transition of students into the work place.

## Overall Vocational Education and Training Data 2020

In 2020, there were 2151 students enrolled in a nationally accredited VET course, of these enrolments:

- 1087 students (51 per cent) completed a VET qualification
- 941 students (44 per cent) were female
- 729 students (34 per cent) were Aboriginal
- 180 students in NT schools (government and non-government) participated in school-based apprenticeships or traineeships, with 72 being Aboriginal.

In 2020, 1622 students completed their NTCET, of these:

- 47 per cent of students completed VET competencies and an NTCET
- 27 per cent of students used VET to complete their NTCET.



NT Police, Fire and Emergency Services Cadets

# Snapshot of Industry Training Programs

## Aircraft Technician Pathway Program

The two-year Aircraft Technician Program commenced in 2019 delivering Certificate II in Aircraft Line Maintenance in Alice Springs and Darwin, supported by ChartAir and CareFlight. In 2021 the structure of the program will change to allow Year 10 students to enrol. The new cohort will complete the qualification over 18 months.

## Northern Territory Police, Fire and Emergency Services Cadet Program

Northern Territory Police, Fire and Emergency Services and the Department of Education partnered to offer students Certificate III in Business and Certificate II in Community Engagement over 18 months, growing a workforce in the public sector.

2021 will be the sixth year of the Darwin program, the fourth in Alice Springs and the commencement of a contextualised cadet program for Yirara College students where they will undertake a Certificate II in Community Engagement qualification to build the foundations of becoming an Aboriginal Community Police Officer.

## The Maritime Program

The Maritime Program equips students from remote, regional and urban NT schools with the skills, knowledge and expertise required for employment within the maritime industry. This program offers a range of employment pathways and is heavily aligned with industry such as community ranger groups and other maritime related areas for instance, barge companies, water police, surf lifesaving and fisheries.

## Swinburne University and Arnhem Land Progress Aboriginal Corporation

The partnership between the Arnhem Land Progress Association and Swinburne University delivers in three remote communities with clear industry links: Certificate II in Construction Pathways to students with employment prospects through local building organisations.

## Learning on Country Program

Learning on Country is a culturally relevant school-based Indigenous ranger facilitated program aimed at linking Australian Curriculum subjects with field-based experiential learning and data collection. Through this program, Indigenous Land and Sea Rangers and Indigenous landowners collaborate with schools, to teach remote Indigenous school students language, literacy and numeracy, science and work skills, and impart local Indigenous knowledge both 'on country' and in classrooms. These programs may also be tied to a vet program that is nationally recognised.

## Tiwi Plantation Partnership

The Tiwi Plantation Partnership is a new initiative commencing on the Tiwi Islands with a whole of community approach, establishing pathways to potential employment for students at Tiwi College and Xavier College. This program is heavily aligned with industry: Plantation Management Partners; Rangers; and registered training organisation - Train Safe NT.

# Appendix 1

## Northern Territory Board of Studies Student Awards 2020

Current and previous award winners can be viewed on the NTBOS webpage link: <https://education.nt.gov.au/education-events-and-awards/ntbos-awards>

Northern Territory Board of Studies (NTBOS) holds student award presentation ceremonies each year in Alice Springs and Darwin to publicly recognise the academic and vocational education and training achievements of the year's outstanding senior secondary students. The events are held in the first two weeks of February and are hosted by the Minister for Education.

The 2020 awards formally recognised the top 20 achieving Northern Territory Certificate of Education and Training students, the students who received an A+ with merit for Stage 2 board-accredited subjects and industry-sponsored awards for particular subjects.

Listed below are the awards presented to 2020 graduates at ceremonies held in Alice Springs and Darwin in February 2021.

Award	Sponsor
Administrator's Medal for Year 6 student	Administrator of the Northern Territory
Administrator's Medal for Year 9 student	Administrator of the Northern Territory
Aboriginal Excellence and Leadership	Department of Education
Accounting	Department of Treasury and Finance
Biology	Menzies School of Health Research
Business, Enterprise and Innovation	Department of Industry, Tourism and Trade
Certificates of Merit (Stage 2)	Northern Territory Board of Studies
Chemistry	Royal Australian Chemical Institute
Community Employability Skills	The Arnhem Land Progress Aboriginal Corporation
English	Rotary Club of Darwin
English Literary Studies	Rotary Club of Darwin
History Studies	Rotary Club of Darwin
Legal Studies	Rotary Club of Darwin
Languages	Language Teachers' Association of the Northern Territory
Leadership in Careers	Career Educators Association of the NT
Mathematics	Mathematics Teachers' Association of the NT
Mathematics	Department of Treasury and Finance
Most Outstanding Victorian Certificate of Education Northern Territory student	NT Board of Studies
Most Outstanding Stage 2 NTCET	Chief Minister
Most Outstanding Stage 2 NTCET Aboriginal	Chief Minister
Most Outstanding Stage 2 NTCET Northern Territory School of Distance Education	Chief Minister
Music	Northern Territory Music School
Physics	Australian Meteorological and Oceanographic Society

School Based Apprentice or Trainee  
Science  
Technologies  
Top remote male Aboriginal student  
Top remote female Aboriginal student  
Top Aboriginal Australian Tertiary Admission  
Rank student  
Top Ten Australian Tertiary Admission Rank  
students  
Top 20 Northern Territory Certificate of  
Education and Training students  
Vocational Education and Training Year 11  
Vocational Education and Training Year 12

GTNT Group  
Australian Veterinary Association (NT division)  
Australian Computer Society (NT branch)  
Telstra NT  
Telstra NT  
Pro Vice-Chancellor Indigenous Leadership and  
Regional Outreach -Charles Darwin University  
Vice-Chancellor Charles Darwin University  
Northern Territory Board of Studies  
Minister for Education  
Minister for Education



# 2020 Award Winners

## Chief Minister's Awards

Most Outstanding Stage 2  
NTCET student

Laura Chapman

Darwin High School

Most Outstanding Stage 2  
NTCET Aboriginal student

Georgia Kyranis

Darwin High School

Most Outstanding Stage 2  
NTCET NT School of Distance  
Education student

Hayley Van Loenhout

NT School of Distance  
Education



Georgia Kyranis, Laura Chapman, Hayley Van Leonhout  
with the Hon Lauren Moss MLA, Minister for Education

## Administrator's Medals

Administrator's Medal Year 6

Hannah Baczynski

Manunda Terrace Primary School

Administrator's Medal Year 9

Aerich Tugano

Sanderson Middle School



**Hannah Baczynski and Aerich Tugano with  
Her Honour the Honourable Vicki O'Halloran, Administrator of the NT  
and Mr O'Halloran**

## Top 20 Ranked Year 12 Northern Territory Certificate of Education and Training Students

Student	School	University Aggregate	ATAR	Rank
Laura Chapman	Darwin High School	88.85	99.85	1
Omar Mir	The Essington School	88.15	99.60	2
Andrew Savvas	Darwin High School	87.95	99.55	3
Benjamin Kievit	Darwin High School	87.80	99.45	4
Hannah Kwon	Darwin High School	87.75	99.40	5
Kieran Lelis	St Philip's College	87.30	99.20	6
Mia Hardcastle	The Essington School	87.30	99.20	6
Otto Blum	Darwin High School	87.25	99.15	8
Nuhansi Wijesinghe	Darwin High School	87.10	99.10	9
Ziyu Qin	Darwin High School	86.70	98.90	10
Jarrod Li-Hunnam	Darwin High School	86.55	98.85	11
Atish Ajaykumar	Darwin High School	85.90	98.55	12
Basil Tom	The Essington School	85.45	98.30	13
Tan Thanh Thai	Casuarina Senior College	85.20	98.10	14
Tjina Stoll	Casuarina Senior College	84.95	97.95	15
Hannah Evans	Darwin High School	84.80	97.85	16
Jack Van Der Geest Hester	Our Lady Of The Sacred Heart Catholic College (NT)	84.80	97.85	16
Shaun Thomas	Darwin High School	84.55	97.70	18
Kayley Palmer	The Essington School	84.25	97.55	19
Shawn Bett	Our Lady Of The Sacred Heart Catholic College (NT)	84.00	97.40	20
Tara Innes	O'Loughlin Catholic College	84.00	97.40	20



**Top 20 awardees – Darwin**  
with the Hon Lauren Moss MLA, Minister for Education

## Charles Darwin University Top Ten Australian Tertiary Admission Rank Awards

Student	School
Laura Chapman	Darwin High School
Tippipon Morgan	Haileybury Rendall School
Sally Spain	Haileybury Rendall School
Omar Mir	The Essington School
Andrew Savvas	Darwin High School
Benjamin Kievit	Darwin High School
Hannah Kwon	Darwin High School
Kieran Lelis	St Philip's College
Mia Hardcastle	The Essington School
Otto Blum	Darwin High School



**Top 10 ATAR awardees – Darwin with Professor Mike Wilson, Interim Vice-Chancellor Charles Darwin University**

## Year 12 Certificates of Merit

Student	Subject	School
Jaimie Agapito	English Literary Studies	Casuarina Senior College
Tjina Stoll	English Literary Studies	Casuarina Senior College
Shania Armstrong	Additional Language - Arrernte	Centralian Senior College
Madeleine Barling	Women's Studies	Darwin High School
Nyah Brown	Digital Communication Solutions	Darwin High School
Laura Chapman	Biology, Chemistry, Physics and Mathematical Methods	Darwin High School
Zephyr Davis	Visual Arts - Art	Darwin High School
Laurence Delin	Foods and the Community	Darwin High School
Eihab Ibrahim	Scientific Studies	Darwin High School
Pamila Jayawardhana	Digital Communication Solutions	Darwin High School
Vaikaran Kirunthikaran	English as an Additional Language	Darwin High School
Aryan Kumar	Digital Communication Solutions	Darwin High School
Hannah Kwon	Mathematical Methods	Darwin High School
Georgia Kyranis	Business Innovation	Darwin High School
Jarrold Li-Hunnam	Mathematical Methods	Darwin High School
Brielle Longley	Modern History	Darwin High School
Francesca Pandini	Spanish (beginners)	Darwin High School
Sami Quader	Digital Communication Solutions	Darwin High School
Chi Khanh Tran	Chinese (beginners)	Darwin High School
Nuhansi Wijesinghe	Scientific Studies	Darwin High School
Csilla Nemeth	Hungarian (continuers)	Hungarian Community School, Adelaide Inc
Tahli Stimpson	English	Nhulunbuy High School
Lucy McCullough	English	Northern Territory School of Distance Education
Emily Kerwin	Health, Recreation, and the Community	O'Loughlin Catholic College
Chiara Antonelli	Modern History	Our Lady of the Sacred Heart Catholic College
Isabelle Craven	Creative Arts	Palmerston College
Shayne Lehmann	Interdisciplinary Learning and the Community	Palmerston College
Kieran Lelis	Specialist Mathematics	St Philip's College
Avni Agarwal	Child Studies	The Essington School
Frances Cruickshank	Psychology	The Essington School
Aila Heron	Child Studies	The Essington School
Marinelle Juan	Visual Arts - Art	The Essington School
Victoria Lyngaae	Psychology and Creative Arts	The Essington School
Omar Mir	Health and Psychology	The Essington School
Kayley Palmer	Psychology	The Essington School

Megan Rollings	English Literary Studies and Modern History	The Essington School
Daniel Sales	Physics	The Essington School
Emma Strohfeldt	English Literary Studies	The Essington School
Tessa Suppiah	Psychology	The Essington School
Jaydon Wilson	English	The Essington School
Kenisha Winunguj	Workplace Practices, Research Project A and First Language - Dhuwaya	Yirrkala School



**Shania Armstrong and Chiara Antonelli**  
Merit awardees – Alice Springs

## Sponsored awards

Award	Student	School
Australian Computer Society Technologies award ( <i>joint winners</i> )	Aryan Kumar Sami Quader	Darwin High School Darwin High School
Arnhem Land Progress Aboriginal Corporation Community Employability Skills award	Shianne Numamurdirdi	Numbulwar School
Australian Meteorological and Oceanographic Society Physics award	Daniel Sales	The Essington School
Australian Veterinary Association Dennis Thomson Memorial Science award	Laura chapman	Darwin High School
Career Educators Association of the Northern Territory Leadership in Careers award	Adeline Duncan	Jilkminggan School
Charles Darwin University Top Aboriginal ATAR award	Georgia Kyranis	Darwin High School
Department of Industry, Tourism and Trade award for Business, Enterprise and Innovation	Georgia Kyranis	Darwin High School
Department of Treasury and Finance Mathematics award ( <i>joint winners</i> )	Madalena Matarazzo Kassie Bush	St John's College Good Shepherd Lutheran College
Department of Treasury and Finance Accounting award	Benjamin Kievit	Darwin High School
GTNT Group Most Outstanding School-Based Apprentice award	Paw Wah	NT Christian College – Marrara Campus
Karmi Sceney Aboriginal Excellence and Leadership award	Shania Armstrong	Centralian Senior College and Alice Springs Languages Centre
Language Teachers' Association of the Northern Territory Languages award	Francesca Pandini	Darwin High School
Mathematics Teachers' Association of the NT Vic Czernezkyj Mathematics award	Hannah Kwon	Darwin High School
Menzies School of Health Research Biology award	Laura Chapman	Darwin High School
NT Music School Music award	Aisha Hayashi	Casuarina Senior College
Royal Australian Chemical Institute Chemistry award	Laura Chapman	Darwin High School
Rotary Club of Darwin Iain Smith award for History	Megan Rollings	The Essington School
Rotary Club of Darwin Jim Gallacher award for English Literary Studies	Jaimie Agapito	Casuarina Senior College

Rotary Club of Darwin Ian Macgregor award for excellence in English	Jaydon Wilson	The Essington School
Rotary Club of Darwin Hugh Bradley award for Legal Studies	Tara Innes	O'Loughlin Catholic College
Telstra Remote Male Aboriginal award	Leandro Feller	Nhulunbuy High School
Telstra Remote Female Aboriginal award	Kenisha Winunguj	Yirrkala School
Victorian Certificate of Education Most Outstanding Northern Territory student	Tippipon Morgan	Haileybury Rendall School
Vocational Education and Training Year 11 award	Kirsten Bainbridge	Our Lady of the Sacred Heart Catholic College
Vocational Education and Training Year 12 award	Chloe Sutton	Our Lady of the Sacred Heart Catholic College

# Northern Territory Board of Studies 2020 Awards for Academic Excellence

Current and past award winners can be viewed on the webpage link <https://education.nt.gov.au/education-events-and-awards/academic-excellence-awards>

The Northern Territory Board of Studies offers Academic Excellence awards to students in their final years of primary, middle and senior schooling. The Academic Excellence award consists of a Certificate of Merit and a monetary prize of \$50. Students who received the Academic Excellence award for the 2020 school year are listed below:

## Year 6 Students

Student	School
John Kerr	Adelaide River Primary School
Emma Vowles	Alawa Primary School
Aroha Parkinson	Alyangula Area School
Goliath Holmes	Ampilatwatja School
Jarraah Llewelyn	Anula Primary School
Janjao Siah	Araluen Christian College
Vishali Bimbral	Bakewell Primary School
Katelyn Austin	Batchelor Area School
Maya Purdon	Bees Creek Primary School
Matthew Nguyen	Braitling Primary School
Akein Jayasekara	Casuarina Street Primary School
Shayla Mead	Driver Primary School
Davin Zarate	Durack School
Phuong Xuan Le	Gillen Primary School
Melissa Roberts	Girraween Primary School
Aaron Sarjan Varghese	Good Shepherd Lutheran College
Lawrie Bell	Gray Primary School
Aidan Mellors	Holy Family Catholic Primary School
Madison Woolley	Holy Spirit Catholic Primary School
Daniel Ea	Humpty Doo Primary School
Maya De Luca	Jingili Primary School
Gerasim Garkavyi	Katherine School of the Air
Malinda McGifford	Larapinta Primary School
Yejoon Choi	Larrakeyah Primary School
Dani Pittaway	Leanyer Primary School
Rhys Lubke	Manunda Terrace Primary School
Bella Gah	Moil Primary School
Zoe Francis	Nakara Primary School
Kate Mottram	Nhulunbuy Primary School
Georgie Luff	Nhulunbuy Christian College
Bailey Young	Nightcliff Primary School
Adrian Fernandes	Our Lady of the Sacred Heart Catholic College Alice Springs

Mackenzie Wilks  
 Lily Richards  
 Bahzi Nicholas  
 Beatrix Codog  
 Acacia Tipene  
 Addison Green  
 Jay Churly  
 Keeley Green  
 Alna George  
 Judith Ugwu  
 Moyed Aquib  
 Jayden Wong  
 Zafeera Jahana  
 Daniel Kyaw  
 Matilda McDonald  
 Jade Knight

Palmerston Christian School  
 Rosebery Primary School  
 Ross Park Primary School  
 Sacred Heart Catholic Primary School  
 Sadadeen Primary School  
 Sattler Christian College  
 St Francis of Assisi Catholic Primary School  
 St Joseph's Catholic College - Katherine  
 St Paul's Catholic Primary School  
 Stuart Park Primary School  
 Tennant Creek Primary School  
 The Essington School  
 Wagaman Primary School  
 Wulagi Primary School  
 Wanguri Primary School  
 Woodroffe Primary School

## Year 9 Students

Student	School
Samuel Cheetham	Araluen Christian College
Richard Webb	Batchelor Area School
Ahnika Lennie	Centralian Middle School
Al-Hussain Al-Ibrahim	Darwin Middle School
Elizabeth Shibu	Dripstone Middle School
Grace Nice	Dripstone Middle School
Sopon Yong	Good Shepherd Lutheran College
Brooke Williams	Katherine School of the Air
Grace Rooney	MacKillop Catholic College
Arie Robson	MacKillop Catholic College
Hannah-Rose Simmonds	Nhulunbuy Christian College
Aisha Carpenter	Nhulunbuy High School
Julia Antonelli	Our Lady of the Sacred Heart Catholic College
Emma Stark	O'Loughlin Catholic College
James Nunn	Palmerston College
Caitlin Jong	Palmerston Christian School
Gail De Jesus	Sanderson Middle School
Khiandra Fabian	Sattler Christian College
Cameron Small	St Joseph's Catholic College Katherine
Keiko Zaicz (Combe)	St John's Catholic College
Iris Chenall	St Philip's College
Jenna Winteridge	Taminmin College
Zakelli Xie	The Essington School
Megan Pulumbarit	Tennant Creek High School

## Year 12 Students

Student	School
Tan Thai	Casuarina Senior College
Alexander Cobern	Centralian Senior College
Laura Chapman	Darwin High School
Saskia Partridge	Good Shepherd Lutheran College
James Healy	MacKillop Catholic College
Tahli Stimpson	Nhulunbuy High School
Zoe van Bentum	NT Christian College
Tara Innes	O'Loughlin Catholic College
Jack van der Geest-Hester	Our Lady of the Sacred Heart Catholic College Alice Springs
Timothy Davis	Palmerston College
Margaret Garawirrtja	Shepherdson College
Madalena Matarazzo	St John's Catholic College
Eryn Whittaker	St Joseph's Catholic College
Banjo Waring	St Philip's College
Lachlan Dunemann	Tennant Creek High School
Ayla Christophers	Taminmin College
Omar Mir	The Essington School

## Year 12 Aboriginal students

Student	School
Alyssa Swift	Casuarina Senior College
Billie Robb	Centralian Senior College
Georgia Kyranis	Darwin High School
Amelia Gordon	Good Shepherd Lutheran College
Leandro Feller	Nhulunbuy High School
Isaac Possingham	NT Christian College
Tyla Cubillo	O'Loughlin Catholic College
Chloe Sutton	Our Lady of the Sacred Heart Catholic College Alice Springs
Hailee Espie-Baker	Palmerston College
Peter Garawirrtja	Shepherdson College
Tahnee Brown	St Joseph's Catholic College
Tiahne Clarke	St John's Catholic College
Ira Gold	St Philip's College
Bradlee Dick	Tennant Creek High School
Ranjika Huppatz	Taminmin College
Madison Lodge	Taminmin College

## Year 12 Personal Learning Achiever

<b>Student</b>	<b>School</b>
Mihali Reisis	Casuarina Senior College
Jim Sgarbossa	Centralian Senior College
Fotini Nicolakis	Darwin High School
Harrison Langdon	Good Shepherd Lutheran College
Leigh Bain	MacKillop Catholic College
Moana Hutton	Nhulunbuy High School
Raylene Rankin	NT Christian College
Raphael Racines	O'Loughlin Catholic College
Reilly Burell	Palmerston College
Brock Mountain	St Joseph's Catholic College
Deon Mathew	St Philip's College
Taylah Wadsley	Taminmin College
Kristy Howell	The Essington School

## Appendix 2

### SACE Subjects

All subjects contribute either 10 or 20 credits towards a student's NTCEC completion pattern.

#### Stage 1 Subjects available for 2020

##### **ARTS**

Creative Arts  
Creative Arts: Local Program  
Creative Arts: Modified  
Dance  
Drama

##### **Music**

Music Advanced  
Music Experience

##### **Visual Arts**

Visual Arts – Art  
Visual Arts – Design

##### **BUSINESS, ENTERPRISE and TECHNOLOGY**

Accounting  
Business and Enterprise: Modified  
Business Innovation  
Digital Communication Solutions  
Digital Technologies  
Industry and Entrepreneurial Design Solutions  
Information Processing and Publishing  
Material Solutions  
Robotic and Electronic Systems  
Workplace Practices

##### **CROSS-DISCIPLINARY**

Community Studies  
Cross-disciplinary Studies  
Cross-disciplinary Studies: Local Program  
Cross-disciplinary Studies: Modified  
Integrated Learning  
Personal Learning Plan  
Personal Learning Plan: Modified  
Research Practices

##### **ENGLISH**

English  
English as an Additional Language  
English: Modified  
Essential English

##### **HEALTH AND PHYSICAL EDUCATION**

Child Studies  
Food and Hospitality  
Health  
Health: Local Program  
Health: Modified  
Outdoor Education  
Physical Education

##### **HUMANITIES AND SOCIAL SCIENCES**

Aboriginal Studies  
Ancient Studies  
Australian and International Politics  
Economics  
Geography  
Legal Studies  
Media Studies  
Modern History  
Philosophy  
Religion Studies  
Society and Culture  
Society and Culture: Local Program  
Society and Culture: Modified  
Tourism  
Women's Studies

## **LANGUAGES**

Australian Languages – Additional Language  
Australian Languages – First Language  
Australian Languages – Language Revival  
Arabic (continuers)  
Armenian (continuers)  
Auslan (continuers)  
Bosnian (continuers)  
Chinese (background speakers)  
Chinese (beginners)  
Chinese (continuers)  
Chin Hakha (continuers)  
Croatian (continuers)  
Dutch (continuers)  
Filipino (continuers)  
French (beginners)  
French (continuers)  
German (beginners)  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (beginners)  
Indonesian (continuers)  
Italian (beginners)  
Italian (continuers)  
Japanese (background speakers)  
Japanese (beginners)  
Japanese (continuers)  
Karen (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Korean (beginners)  
Korean (continuers)  
Language and Culture  
Language and Culture: Local Program  
Language and Culture: Modified  
Latin (continuers)\*  
Macedonian (continuers)  
Maltese (continuers)  
Modern Greek (beginners)  
Modern Greek (continuers)  
Persian (continuers)  
Polish (continuers)  
Portuguese (continuers)  
Punjabi (continuers)  
Romanian (continuers)  
Russian (continuers)

Serbian (continuers)  
Sinhala (continuers)  
Spanish (beginners)  
Spanish (continuers)  
Swedish (continuers)  
Tamil (continuers)  
Turkish (continuers)  
Vietnamese (background speakers)  
Vietnamese (continuers)  
Yiddish (continuers)

## **MATHEMATICS**

Mathematics  
Essential Mathematics  
General Mathematics  
Mathematics: Modified

## **SCIENCES**

Agriculture  
Biology  
Chemistry  
Earth and Environmental Science  
Nutrition  
Physics  
Psychology  
Scientific Studies  
Scientific Studies: Modified

## **SELF-DIRECTED COMMUNITY LEARNING PROGRAMS**

Community Development  
Independent Living  
Performance  
Recreation Skills and Management  
Self-development  
Sports Skills and Management  
Volunteering  
Works Skills and Career Development

## Appendix 3

### Stage 2 Subjects available for 2020

#### **ARTS**

Creative Arts  
Creative Arts: Local Program  
Creative Arts: Modified  
Dance  
Drama  
Music Explorations  
Music Performance – Ensemble  
Music Performance – Solo  
Music Studies  
Visual Arts – Art  
Visual Arts – Design

#### **BUSINESS, ENTERPRISE and TECHNOLOGY**

Accounting  
Business Innovation  
Business and Enterprise  
Business and Enterprise: Modified  
Digital Communication Solutions  
Digital Technologies  
Industry and entrepreneurial Design Solutions  
Information Processing and Publishing  
Material Solutions  
Robotic and Electronic Systems  
Workplace Practices A  
Workplace Practices B  
Workplace Practices

#### **CROSS-DISCIPLINARY**

##### **Community Studies A**

Arts and the Community  
Communication and the Community  
Foods and the Community  
Health, Recreation and the Community  
Science, Technology and the Community  
Work and the Community

##### **Community Studies B**

Humanities and the Community  
Interdisciplinary Learning and the Community  
STEM and the Community

#### **Cross-Disciplinary Studies**

Cross-disciplinary Studies  
Cross-disciplinary Studies: Local Program  
Cross-disciplinary Studies: Modified  
Integrated Learning A  
Integrated Learning B  
Research Project A  
Research Project B  
Research Project: Modified

#### **ENGLISH**

English  
English as an Additional Language  
English Literary Studies  
English: Modified  
Essential English

#### **HEALTH and PHYSICAL EDUCATION**

Child Studies  
Food and Hospitality  
Health  
Health: Local Program  
Health: Modified  
Outdoor Education  
Physical Education

#### **HUMANITIES and SOCIAL SCIENCES**

Aboriginal Studies  
Australian and International Politics  
Ancient Studies  
Economics  
Geography  
Legal Studies  
Media Studies  
Modern History  
Philosophy  
Religion Studies

## **Society and Culture**

Society and Culture  
Society and Culture: Local Program  
Society and Culture: Modified  
Tourism  
Women's Studies

## **LANGUAGES**

### **Australian Languages**

Australian Languages – Additional Language  
Australian Languages – First Language  
Australian Languages – Language Revival  
Languages and Culture  
Languages and Culture: Local Program  
Languages and Culture: Modified

Arabic (continuers)  
Armenian (continuers)  
Auslan (continuers)  
Bosnian (continuers)  
Chin Hakha (continuers)  
Chinese (background speakers)  
Chinese (beginners)  
Chinese (continuers)  
Croatian (continuers)  
Dutch (continuers)  
Filipino (continuers)  
French (beginners)  
French (continuers)  
German (beginners)  
German (continuers)  
Hebrew (continuers)  
Hindi (continuers)  
Hungarian (continuers)  
Indonesian (beginners)  
Indonesian (continuers)  
Italian (beginners)  
Italian (continuers)  
Japanese (background speakers)  
Japanese (beginners)  
Japanese (continuers)  
Karen (continuers)  
Khmer (continuers)  
Korean (background speakers)  
Korean (beginners)

Korean (continuers)  
Latin (continuers)\*  
Macedonian (continuers)  
Malay (background speakers)  
Maltese (continuers)  
Modern Greek (beginners)  
Modern Greek (continuers)  
Persian (continuers)  
Polish (continuers)  
Portuguese (continuers)  
Punjabi (continuers)  
Romanian (continuers)  
Russian (continuers)  
Serbian (continuers)  
Sinhala (continuers)  
Spanish (beginners)  
Spanish (continuers)  
Swedish (continuers)  
Tamil (continuers)  
Turkish (continuers)  
Vietnamese (background speakers)  
Vietnamese (continuers)  
Yiddish (continuers)

## **MATHEMATICS**

Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics: Modified  
Specialist Mathematics

## **SCIENCES**

Agricultural Production  
Agricultural Systems  
Biology  
Chemistry  
Earth and Environmental Science  
Nutrition  
Physics  
Psychology  
Scientific Studies  
Scientific Studies: Modified

NTBOS acknowledges and thanks Territory businesses, organisations, individuals and government agencies that provided sponsorship for the 2020 Northern Territory Board of Studies student awards.



Rotary  
Club of Darwin

